**K-5 Math Lesson Plan**

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| **Teacher: Archer** | | | **Grade: 3rd** | | | **Date(s)**: Day 12 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Task** | | |
| **Essential Question(s): Why do I need to know multiple strategies to add and subtract numbers? What strategies can I use to add and subtract multi-digit numbers? How do I read and comprehend for the purpose of finding specific, relevant information to solve addition and subtraction problems?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Overhead copies of overall tasks** | | **Student:**  **100 boards**  **Menus**  **Reunion Interview with Mrs. Smith pack**  **highlighters** | | | **Addends, sum, difference, regrouping, round, estimate** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x 1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  x 6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning.  x | **Common Core State Standards: 3NBT1 Use place value understanding to round whole numbers to the nearest 10 or 100. Use strategies to solve addition and subtraction problems.** | | | | | |
| **I Can Statement(s): I can add and subtract numbers with regrouping up to 3 digits. I can round a number to the nearest 10 or 100.** | | | | | |
| **Activating Strategy/Hook:**  *You have been hired by the Smith Family to plan their Labor Day family reunion. The family would like for you to choose the location, food, and party favors for 25 family members. Your challenge is to create a party proposal with a budget of $1,000. You must present your plan to Mrs. Smith (Grandmother) for approval.*  Teacher will lead students in a “Brain Drain” on the board (for example):   * What kinds of foods do you have at your family parties? * What kind of activities do you play/participate in at family parties? * Who is at your family parties? | | | | | |
| **Teacher Directed:**   * The teacher will share read **Interview with Mrs. Smith** on the overhead while students read it on their copy, setting a purpose for reading by looking at the 2nd task on the **Party Proposal Sheet** (budgeting food and drink). Teacher will begin to model highlighting relevant information. *We are going to read this text a second time. When we read this text, you need to pay attention to Mrs. Smith’s “wants” as far as food and drink as well as the other important information. We will write her wants on the Circle Map on the board.*   Teacher and class will read the text a second time. The teacher will read the interview questions while the students will Choral Read Mrs. Smith’s responses. The Teacher will pause after each question/response to add the important information about food and drink to the Circle Map.  Students should know how much money is left in the $1,000 budget after they chose the location of the reunion in the previous lesson. | | | | | |
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| **Guided/Independent Practice:** The teacher will work with small groups that need guidance on this task, while other groups work independently. Students will pair up in heterogeneous partner groups to read Interview with Mrs. Smith with the purpose of recording the relevant information that will help them pick the best packages for food and drink from **The Party Catalog** *OR*they can choose to buy from the **Box Lunch Menu.**  Why did you choose that food/drink package (citing sources)? Is everyone at the reunion going to have enough food and drink choices? How much money will the family have left for the party favors? Students will fill in section 2 completely on the **Party Proposal** sheet. | | | | | |
| **Closing/Summarizing Strategy:**  Students will share their thinking about what they have decided about food and drinks with the class, then, after listening to their classmates, make any needed revisions to their journal entry. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Have students decide whether they want family members to order box lunches. Reflect in their journal why or why not. | | | Fluent Students will read the interview to students who are not fluent. | | | Students can orally tell why, then a partner can help them with their written journal entry. |
| **Assessment(s):** Teacher will read Party Proposal entries. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |